DOCUMENT RESUME

ED 189 012 SO 012 710

AUTHOR	Saad, Geti, Comp.
TITLE	Selected Biblicgraphy and Abstracts of Educational Materials in Pakistan. Vol. 13, No. 1, 1979, Period Covered January-March 1979.
INSTITUTION	National Science Foundation, Washington, D.C.: Office of Education (DHEW), Washington, D.C.
FEPORT NO	TT-79-53293/1
PUB DATE	79
NOTE	46p.: Not available from EDRS in paper copy due to fading ink throughout original document. For related documents, see ED 179 439.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Comparative Education: Curriculum: *Developing Nations: Educational Administration: Educational Change: Educational Finance: Educational Objectives: Educational Philoscphy: Educational Planning: *Educational Practices: Educational Research: Elementary Secondary Education: Foreign Countries: Higher Education: Libraries: Medical Education: Psychology: Science Education: Special Education: Teacher Education: Womens Education
IDENTIFIERS	Pakistan

ABSTRACT

This annotated bibliography contains 90 citations of journals, newspapers, and government publications from Pakistan published between January and March 1979. Entries are arranged alphabetically by author in 29 categories which include: administration, organization, and financing of education: adult education: agricultural education: curriculum: educational goals: educational planning: educational reforms: educational research: elementary and secondary education: examinations: extra-curricular activities: higher education: islamic education: libraries: medical education: philosophy of education: prcfessional education: psychology: science education: special education: students' problems: teacher education: technical education: textbooks: women's education: general: teachers: teaching methods: and media. An author index concludes the document. (Author/RM)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN

Volume 13 No. 1. 1979

Period Covered

January - March, 1979

Compiled for the Office of U.S. Department of Health, Education and Welfare, and the National Science Foundation, Washington, D.C. by Geti Saad.

SP 012 710

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. Educational Management and Supervision --- In: Draft Work-Plan for Implementation of the National Education Policy, 60-61. Islamabad, Ministry of Education. January, 1979.

Proper implementation of policies and plans hinges on the strength and efficiency of the implementing agencies. Our system of educational management and supervision is a legacy of the past and is not equipped to cope with the increasing and changing demands of education in the country.

The existing institutions, structures and modes of operation cannot accommodate effective implementation of policies. The Federal Ministry of Education and other agencies under them will, therefore, be reorganized to eliminate wastage and to ensure operational efficiency in terms of policy objectives. As a matter of principle, all key posts in educational management will be manned by qualified and experienced educators. Educational administration will be further decentralized for effective supervision and management of education.

The subjects is further discussed under the headings:
1) rationale; 2) program; 3) resource allocation; and 4) problems.

2. NAQVI, Hasan. Private Sector in Education --- Dawn (Karachi) February 9, 1979.

A gradual re-induction of private initiative and finances into the sector of education can, contribute to an increase in the number of schools and colleges. Already, the private sector is working in the educational field at the Kindergarten level, and there are a number of technical institutes and "coaching centers" which are, in fact, full-fledged schools in all but name.

The basic point is the motivation of these who sponser and promote new educational institutions. While such institutions can survive only if they are financially self-sufficient, the incentive to make profits cannot be the primary motive. In our country business has so far failed to make any substantial contribution to the promotion of education. In foreign countries, privately financed educational trusts and foundations consider themselves accountable to the community and publish occasional reports on their work.

3. NIAZI, Ghulam Yasin Khan. Mohkama Ta'aleem Punjab Ki Tanzeem-e-Nau (Streamlining of the Education Department of Punjab) --- Nawai Waqt (Rawalpindi) March 17, 1979 (U).

The decision of the Government of Punjab to streamline its Education Department is commendable. At the moment, there are four tiers of education management: Secretariat, Directorate of Public Instruction, Directorate of Education, and the Office of the District Education Officer.

Now, four tiers have been reduced to three. The Directorate of Public Instruction has been abolished. The Directorates working in Headquarters have each been divided into three branches: Directorate (Female), Directorate (Male) and Directorate (Male Schools). The District Administration also has been divided into two separate male and female sections. This change will remove the mixing of male and female students in educational offices.

It is also proposed to create a new post of Director-General of Education, which will be equivalent to the post of the Directorate of Public Instruction.

4. PERVEEN, Kauser. English Schools --- Pakistan Times (Lahore) February 3, 1979.

Some parents are frightened at the thought of sending their children to Government Schools, where they acquire bad accent, poor manners, and inadequate education. But they are ready to send them to expensive convent or private English-medium schools. It is true that most of the schools run by the Government are not as well-staffed and equipped as those run by private parties.

A bad accent can be very irritating, but it should not cause alarm and despondency. Children who consistently hear good speech at home will, in the long run, speak well themselves. The same is true of the important question of manners and behavior.

The parents must realize that some government schools offer valuable and stimulating education. It is surely a part of their education to mix with children of all types, because in this way they will acquire wider sympathies and understanding and greater powers of adaptability.

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5. Standarization of School Uniform --- In: Draft Work-Plan for Implementation of the National Education Policy, 42-44. Islamabad, Ministry of Education. January, 1979.

In order to create discipline and a feeling of common identity and integration among students, it is essential that all students wear the same uniform irrespective of their economic and social background.

The philosophy behind the idea of introducing a simple and inexpensive uniform in the school all over the country is to teach the students to be humble and to respect simplicity. The program to implement this policy is briefly described. The organization of the scheme and problems are also discussed.

ADULT EDUCATION

6. Adult and Non-Formal Education --- In: Draft Work-Plan for Implementation of the National Education Policy, 20-22. Islamabad, Ministry of Education. January, 1979.

Pakistan is among the countries of the world having the lowest rates of literacy. This has hampered the overall progress of the country. Providing access to education is considered as a divine duty for every Muslims, and therefore, it cannot be ignored. Unfortunately, there is a little provision in the formal system of education for those who want to acquire knowledge and skills by entering the system at an advanced age. Moreover, formal system of education alone cannot meet this challenge due to the limited financial resources and other pressing demands of the country.

Unutilized local resources will be mobilized by engaging teachers from local communities for individualized and personalized adult literacy program.

The subject is further discussed under the headings:

1) rationale; 2) program; 3) resource allocation; and 4) problems and difficulties.

AGRICULTURAL EDUCATION

7. Village Workshop Schools --- In: Draft Work-Plan for Implementation of the National Education Policy, 14-16. Islamabad, Ministry of Education. January, 1979.

At present there is no arrangement for the proper training of primary school drop-outs or those who cannot go to secondary schools. With the establishment of mosque schools the output at primary level will further increase. Therefore, to impart useful skills in order to convert these boys into productive members of the society, Village Workshop Schools will be established under a phased program. To begin with, 1,000 schools will be established. One specially trained teacher will be appointed in each such school. Emphasis will be placed on indigenous agro-based trades and skills.

Rationale of the village workshop schools is described, followed by discussion on program, resource allocation and problems and difficulties.

CURRICULUM

8. ERAM, Nasreen. Nisab Kaisa Hona Chahiye? (How Should Be the Syllabus)--- Nawai Waqt (Rawalpindi) March 6, 1979 (U).

Despite several defects, the new education policy reflects the aspiration, of the nation. Unfortunately, however, all the syllabi that have so far been introduced from time to time never conformed to the demands of the students. Syllabus takes care of every thing relating to education and teaching, such as the training of teachers, the conditions of schools, the psychological examination of children, etc. Our present syllabus does not provide for making our children practical minded.

Theoritical and practical teaching together should go side by side. The syllabus for female students should be different from that of the male students. It has been observed that too many text-books are prescribed from primary to secondary level schools. Only a few but purposeful textbooks should suffice for them. Our educationists should carefully revise the existing syllabus.

EDUCATION GOALS

9. Education of the Citizens --- In: Draft Work-Plan for the Implementation of the National Education Policy, 25-26. Islamabad, Ministry of Education. January, 1979.

The efforts that go into the development and welfare program

of the Government are seldom appreciated by the masses. It is, therefore, imperative that a serious and concerted attempt be made to provide a regular flow of information to the masses for correcting the harmful effects of ignorance of individuals and the society. A system of citizen education will be evolved to ensure continuous learning by all sections of the citizenry. Emphasis will be laid on programs which correctly depict the genesis of Pakistan and the glorious history of Islam.

The subject is further discussed under the headings:

1) rationale; 2) programs; 3) resource allocation; and 4) problems.

10. National Aims of Education and their Realization --- In: Draft Work - Plan for Implementation of the National Education Policy, 1-3. Islamabad, Ministry of Education. January, 1979.

Aims of education are guideposts which provide purpose and direction to the educational system. Obviously they should be consistent with our faith, national ideology and aspirations. Since aims have to provide clearcut framework, selection of the same need to be made boldly and with clarity of thought in order to provide a sound and meaningful base to the educational efforts in the country. The aims of education as adopted are mentioned. The means are mentioned through which the national aims of education will be achieved. Important programs envisaged in the Policy for the realization of the national aims are enumerated.

Implementation strategy for achieving the aims of education is briefly described.

EDUCATION PLANNING

11. Educational Innovation --- In: Draft Work-Plan for Implementation of the National Education Policy, 79-80. Islamabad, Ministry of Education. January, 1979.

With limited resources we cannot solve the innumerable educational problems of quantitative expansion and qualitative improvement through conventional methods which have already failed us during the past three decades. We will, of necessity, have to improvise structures, initiate new approaches, design new strategies, and intensify innovative efforts to accomplish the educational task. A number of innovative projects will, therefore, be launched to achieve educational objectives of crucial importance.

The rationale of the program is explained with measures to be taken. Problems involved in the process are also briefly pointed out.

12. GHAFOOR, Abdul. Nai Ta'aleemi Policy (New Education Policy) --- Nawai Waqt (Rawalpindi) February 20, 1979 (U).

The standard of education in our country is falling day by day. One of the reasons is that there is no coherence or homogeneity in the syllabi of our educational institutions. Frequent changes in the syllabii make confusion worse confounded.

In order to solve these problems, referesher course was introduced for the teachers. But these courses failed in their purpose, because only five per cent of the teachers could complete the course successfully. Moreover, textbooks are so lengthy that the teachers find it difficult to complete them in one academic session.

The responsibility for this state of affairs falls on our educationists. They have never given thought to the availablity or otherwise of our resources while preparing the syllabii.

13. KHAN, M.S. New Education Policy --- Pakistan Times (Lahore) January 6, 1979.

The new education policy seems to have given little consideration to the question of Degree Education. While 1st year and 2nd year classes of Intermediate are proposed to be transferred to schools, the Degree classes are to stay in their place. If the Intermediate classes are taken out, Degree Education would hardly survive financially. Besides, these colleges are already subject to School-oriented education. First of all, the Degree teachers and the Degree Colleges at Islamabad should, be reorganized on the degree level.

While framing any Education Policy it should always be kept in view that the teacher is the basic and fundamental factor in the implementation of the policy. Bottlenecks in the methods and ways of the promotion of teachers, especially college teachers, should be removed. The policy emphasises the significance of education at Madrassa level. Furthermore, no clearcut policies have been laid down in respect of textbooks and the Examination system.

14. National Education Council --- In: Draft Work-Plan for Implementation of the National Education Policy, 87-88. Islamabad, Ministry of Education. January, 1979.

A National Education Council will be set up with the following objectives:

i) To evaluate performance and achievements in the field of education in Pakistan.

ii) To serve as a Brain Trust/Think Tank on education for consultation on various educational problems and issues.

iii) To advise the Government on changes in educational program consistent with changing needs and aspirations.

iv) To carry out a nationwide survey on curriculum and in the light of the findings, to make recommendations to the Government.

The Council headed by an eminent educationist, shall be a non-government autonomous, self-governing body with consultative functions.

The subject is further discussed under the headings:

1) rationale; 2) composition of the council; and
3) resource allocation.

15. RIZVI, Azhar. Educational Change in Pakistan --- Dawn (Karachi) January 26, 1979.

Here are few important strategies and tactics for implementing the educational policy that has been recently announced by the Government: Federal and Provincial implementation cells should be designated as Director of Implementation Cell. Each cell should have a panel of consultants,

Their main job should be to prepare work plans, working papers, guidelines, etc. They should identify projects and establish priorities within the framework of the policy.

A campaign should be launched with the help of mass media,

No quality textbooks can be produced without open competition and without guaranteeing a fair return to the author who qualifies in such a competition. Delegations and survey teams

should be sent to foreign countries. Evaluation must be done by a superior authority to whom all the people concerned with the implementation work are accountable.

16. SHAH, Ghulam Shabbir, Nai Ta'aleemi Policy Ka Nefaz (The Introduction of New Education Policy) --- Jang (Rawalpindi) March 31, 1979 (U).

One aspect of the New Education Policy will, if implemented successfully, help solve many existing problems. The introduction of inter classes in high schools is a good step, If the school teachers are trained through refresher course, they will be able to teach better.

On the other hand, if the services of college lecturers are requisitioned, they will resent working under the headmaster and following the system of school timing.

Even today, discipline in high schools is hardly better than in colleges. Moreover, the results show that pass percentage in high schools is higher than that in colleges. So it is proposed that to maintain discipline and keep up the standard of education, school teachers should be allowed to teach the students of inter classes.

17. TASHNA, Nazeer Ahmad. Ta'aleem Aur Ma'ashee Taqazay (Education And Economic Demands) --- Jang (Rawalpindi) March 31, 1979 (U).

Education is said to be a good investment. But in our country it is, in effect, bad investment. It mostly leads to unemployment. Nowadays, a technician is materially better off than an average graduate. The fault lies in the planning of education.

The students who come out of the universities after completing their education, find themselves up against unemployment. This feeling leads them to go abroad even for meniel jobs. This is so thanks to the unplanned education in our country. The Government should first prepare a plan and then frame a comprehensive education policy that would help the students in standing up to the ups and downs of practical life.

EDUCATION REFORMS

18. AWAN, Zahoor Ahmad. Maujooda Nizam-e-Ta'aleem Aur Islami Nazariyaat (Present System of Education and Islamic Ideologies) --- Mashriq (Peshawar) February 15, 1979 (U).

The present system of education in Pakistan is largely a copy of the Western system. Every Government that came to power during the last thirty years tried only half-heartedly to reform the system. A number of commissions were set up but to no avail. It is surprising that English still remains the official language of the country and more importance is given to English medium schools.

It is high time the system of two kinds of schools is abolished and Urdu alone continues as the medium of instruction. Islamic Ideologies are not taught in our schools. The result is that our children know very little about their religion. The present system of education, therefore, needs thorough overhauling and revolutionary changes.

19. HAQQI, Syed Ihsan-ul-Haq. Nizam-e-Ta'aleem Mein Bunyadi Tabdilyon Ki Zaroorat (Need for Basic Changes in the System of Education) --- Jang (Karachi) February 23, 1979 (U).

There are many causes for the fall in the standard of education both in the secondary and the higher secondary stages of education. Teachers, too, share the blame in this matter. Most of them do not take pains to prepare the lessons at home.

Here are few suggestions: a) The primary school teachers should hold the degree of at least B.A., B.Ed. b) The secondary school teachers should, in addition to the degree mentioned above possess teaching experience of six to eight years. c) The semester system should be abolished. d) Private tuition should be discouraged or even banned. e) The promotion of the headmaster of any school that shows the pass percentage of results lower than fifty per cent should be stopped. f) The medium of instruction should be immediately changed into Urdu.

20. RAUF, Abdur. Ta'aleemi Dhancha (Educational Structure) --- Mashriq (Peshawar) March 28, 1979 (U).

Here are a few suggestions for making our educational structure stronger and more interesting: 1) The teaching staff who have no interest in their profession should be dispensed with. 2) Professional and ideologically fit persons should be appointed as teachers. 3) Care should be taken that no

individuals in educational institutions violate ideological views. 4) Radio, TV, and films should be utilized to disseminate our ideology. 5) A central organization should be set up to conduct research on all aspects of our ideology.

EDUCATION RESEARCH

21. Research in Education --- In: Draft Work-Plan for Implementation of the National Education Policy, 76-78. Islamabad, Ministry of Education. January, 1979.

Research in education is still in the early stages of development in the country. In view of the great significance of educational research, a National Institute of Educational Research will be set up. This Institute will be responsible for conducting research on significant issues and problems. Provincial Institutes of Education and Research will be strengthened.

Research is the key to be solution of many problems and is of basic significance in bringing out qualitative improvement in education. Research is a pre-requisite for sound planning in education. Program for research in education is briefly described and problems involved are mentioned.

ELEMENTARY AND SECONDARY EDUCATION

22. ABDULLAH, Syed. Nizam-e-Ta'aleem (The System of Education) --- Nawai Waqt (Rawalpindi) January 18, 1979 (U).

The number of English medium schools is on the increase. This has become a flourishing, industry. Particularly after the announcement of January 26, 1978. English medium schools include Missionary, Federal, and Army schools, and also Cadet institutions. In certain schools, English is taught from Class 1.

What is urgently needed is to stop forthwith the opening of English medium schools. The setting up of these schools in every locality has played havoc with education. The evils are: 1) These schools are run on commercial basis and the Government has no control over the tuition fees they charge. 2) Lot of money is spent on show business. 3) They prepare their own syllabii. 4) These schools create a sort of hatred against Urdu. The Government should, therefore, bring about a uniform education policy with Urdu as the universal medium of instruction.

23. KIRMANI, Mahrukh. English Schools --- Pakistan Times (Lahore) February 23, 1979.

As far as accent and behavior are concerned, we turn to an educational institution for improvement, It is the duty of the staff, as in Government schools, to see to it that every student is property coached and treated. The number of students being small in convent schools, as compared to Government schools, the teacher is able to pay more attention to his job and work harder. It is a fact that a small group is more easily managed than a large one.

Secondly, there is no such thing as segregation in convent schools. Here, students come from all communities and quarters. In almost all English medium schools, teachers are handsomely paid. So they pay utmost attention to every student. They also abstain from doing private tuition. They strongly discourage the students to seek help from guides and solved papers.

24. NIAZI, Ghulam Yasin Khan. Angrezi Zaria-e-Ta'aleem Kay School (English Medium Schools) --- Nawai Waqt (Rawalpindi) January 31, 1979 (U).

According to an unofficial report, here now exist seven thousand big and small English medium schools in the Punjab. These schools earn fifty-two billion rupees annually as tuition fees. Out of a total of twenty-one hundred thousand students, one fourth of the number come to the schools either in their own cars or use other costly transport. On a moderate estimate, the total expenditure comes to about one hundred million rupees per month. The Government should do something to curtail this expenditure. The following steps are suggested:

1. No English medium schools should be allowed to charge more tuition fee than that fixed by the Government. 2) Strong action should be taken against the managements of the schools that charge higher tuition fees than those fixed by the Government. Let all the ply their own buses.

25. NIAZI, Ghulam Yasin Khan. Hamare Schoolon Ka Girtahua Meyar-e-Ta'aleem (The Deteriorating Standard of Education in Our Schools) --- Nawai Waqt (Rawalpindi). January 14, 1979 (U).

The results of the external examinations of matric and inter are hopelessly poor. The following questions need to be

answered: 1) Whether the results of these two external examinations truly reflect the pefformance of our teachers? 2) Why it that the results of the English medium schools are better than those of the general schools? 3) How the standard of education in general schools can be improved without additional expenditure?

The results of English medium schools are usually better because the managements of these schools admit only those students who are intelligent and meritorious. The number of students in a class is restricted. These schools provide all basic facilities to the students. Most of the students in these schools belong to the affluent class of society.

26. Primary Education --- In: Draft Work-Plan for Implementation Of the National Education Policy, 4 - 6. Islamabad, Ministry of Education. January, 1979.

Primary school enrolment will be so increased that all boys of class I age are enrolled by 1982-83. Universal enrolment of boys will be attained by 1986-87. In the case of girls, universalization will be achieved by 1992. Necessary provision in the form of physical facilities, instructional materials and pre-service and in-service education of teachers etc. will be made to achieve the target.

A number of non-formal means will also be used to achieve universalization. Opening of nearly five thousand mosque schools is a step in this direction.

Rationale of the new education policy regarding primary education is discussed. Programs and problems involved in the implementation are also discussed.

27. Secondary Education --- In: Draft Work-Plan Implementation of the National Education Policy, 27-28. Islamabad, Ministry of Education. January, 1979.

In the present educational structure, secondary education plays a very crucial role. It is both a terminal stage for majority of students and is also a significant determinant of quality of higher and professional education. The present four-tier system of education namely primary, secondary, college and university, will be replaced by a three-tier system of elementary, secondary and university,

in a phased manner. Class IX and X will be added to all the intermediate colleges while classes XI and XII will be added to selected high schools.

Physical facilities such as science laboratories, teaching and audic-visual aids and hostels will be provided to the secondary schools, particularly in Mufassil areas to bring them at par with the facilities available in the institutions of urban areas.

Rationale, programs, reasource allocations and problems in the implementation of new policy are mentioned.

EXAMINATIONS

28. Evaluation and Examinations --- In: Draft Work-Plan for Implementation of the National Education Policy, 55-57. Islamabad, Ministry of Education. January, 1979.

It has constantly been observed that one of the fundamental reasons for the deterioration of educational standards is the perpetual continuation of an obsolete system of external examinations which encourages learning by rote and subjects the students to various stresses and strains. Efforts will, therefore, be made to improve the public system of examinations at the end of class X and XII. Public examination at the end of class X will be gradually substituted by internal system of evaluation. The progress of students will be determined on the basis of periodic-cum-annual examinations and continuous assessment of the students' achievement, general behavior and attitude.

The new policy regarding evaluation and examinations is further discussed under the headings: 1) rationale; 2) program; 3) resource allocation; and 4) problems and difficulties.

29. GHAFFARI, Abdul Ghafoor. Meyar-e-Ta'aleem Kay Inhetaat Ka Mas'ala (Problem of the Deterioration of the Standard of Education) --- Nawai Waqt (Rawalpindi) January 28, 1979 (U).

The speed with which the standard of education is deteriorating could be assessed from the results of the examinations held by the Secondary Education Boards and Universities. The use of unfair means is ever on the increase. A good number of students manage to get through by unfair means. Here are some suggestions for curbing this evil and thus raising the standard of education:

1) Annual inspection in secondary schools is unsatisfactory. The inspection teams should be revived. If the results of any school are found unsatisfactory, and the remarks by the inspection team are not favorable, immediate action should be taken against the teachers of schools concerned.

2) Necessary changes should be made in the management, and the departments of management and inspection should be separated. The inspection teams should be manned by sincere and hardworking individuals, and they be provided with basic facilities.

30. HAQ, Kazi Mobinul. Imtihanat Aur Achhay Nataej (Examinations and Good Results) --- Jang (Rawalpindi) March 17, 1979 (U).

Examinations have become an exercise in futility in our schools and colleges. The percentage of failures is fast rising, and the use of unfair means in examination halls is ever on the increase. The relationship between the student and the teacher has vanished. The students, the teachers, the parents, and the educationists are equally to blame in the matter. Thus, vast sums of money are being wasted on this force of education.

A team of teachers should be appointed to examine the causes of bad results. It is also suggested that teachers belonging to rural area should be appointed to advise on means of promoting education in villages and remote areas. The future policy of education should be prepared in the light of the recommendations made by such teachers, retired teachers, and educationists.

31. JADOON, Mohammad Iqbal. Imtehani Perchon Ki Tadveen Ka Mas'ala (The Problem of Preparation of Examination Papers) --- Nawai Waqt (Rawalpindi) March, 13, 1979 (U).

The traditional system of examination has not benefited the students at all. They just memorize important lessons and manage to get through. Such students have an uncertain future before them. It is therefore suggested that while preparing an examination paper, fifty per cent of questions should be related to directly to our daily life.

Physics in B.Sc. class must cover modern inventions or questions relating to inventions.

This change will create a sense of curiosity among the students. For this, they will naturally visit

libraries regularly, attend seminars and symposia, and read daily newspapers.

32. KHALID, A.R. Semister Sistam-Aik Jaiza (Semester System-An Analysis) --- Mashriq (Peshawar) March 27, 1979 (U).

One of the main objects of the introduction of the semester in the country was to raise the standard of education and to create interest among students. This was done in the light of the experience in the United States of America and Britain. But unfortunately, the desired results could not be achieved for the following reasons: a) Teachers failed to rise to the demands of this system. b) The students slackened for the simple reason that the teachers would not fail them. c) Since no comprehensive examination is held under semester system, so after the completion of one course, the students forget everything about it.

It is suggested that a) a refresher course should be held for the teachers and they should also be sent abroad for training.

b) The teachers should forget their likes and dislikes while marking the examination papers.

c) A committee of three senior teachers should be set up for holding a comprehensive examination which would take the place of annual examination.

EXTRA-CURRICULAR ACTIVITIES

33. Physical Education, Sports and Culture Activities --- In: Draft Work - Plan for Implementation of the National Education Policy, 45-46. Islamabad, Ministry of Education. January, 1979.

Besides the general schools and college education, physical education, sports and cultural activities are recognized as important factors in the all round development of an individual's personality. These out-of-class activities are a strong means of development of democratic leadership, discipline, national integration, patriotism and international understanding. For this purpose a separate institute of sports and culture will be established to promote physical education, games and folklore ensuring that the anti-Islamic values do not creep in the cultural and artistic life of Pakistan. Indigenous sports and games will be developed in educational institutions.

The rationale of the proposals is discussed. The program, resource mobilization and problems are also described.

HIGHER EDUCATION

34. College Education --- In: Draft Work-Plan for Implementation of the National Education Policy, 62-64. Islamabad, Ministry of Education. January, 1979.

Colleges occupy an extremely important position in our system, as such they should provide healthy conditions to prepare students for higher and professional education. In order that the colleges fulfil their critical role in the national development, adequate physical facilities, healthy academic atmosphere, hostel accommodation and well balanced academic and recreational activities should be provided to the students.

Rationale of the college education is explained and two tables are provided showing the number of colleges by province and enrol of students by class. Program of the college education, resource allocation and problems and difficulties are also discussed.

35. HAQ , Ikramul. Decline in College Education --- Pakistan Times (Lahore) March 7, 1979.

Laok of proper physical facilities is a major cause of decline in college education. Over the years students have become politically motivated and teachers are indifferent to their profesional duties. College Principals have lost respect and authority. Shortage of staff and unenviable working conditions fail to attract talent.

There is no denying the fact that a large number of students in colleges are unfit for higher education,

So far as teachers are concerned, they suffer from various handicaps in terms of service conditions and incentives. The result is that the quality of the work of teachers is fast deteriorating.

In order to create a sense of responsibility in teachers, a teachers' academy should be set up on the pattern of the Civil Service Academy. There should also be inservice refresher courses for teachers at least once in three years.

36. University Education --- In: Draft Work-Plan for Implementation of the National Education Policy, 65-71. Islamabad, Ministry of Education. January, 1979.

Educational progress and economic uplift of a country is

determined by the quality of teaching in its institutions of higher learning. There has been a rapid growth in university education in the past few years. There is, therefore, an imperative need for its consolidation and improvement. It is also desirable that in a poor country like Pakistan, universities take on their new responsibility of providing leadership in national development.

All the universities are facing financial crisis because the provinces do not have enough resources to meet their expenditure. It has, therefore, been decided that the Federal Government will meet the entire expenditure (recurring and development) of the universities. The funds will be routed through the University Grants Commission. The universities will not be federalized. Funds saved by the Provinces on account of federal funding of the universities will be diverted to primary education.

The subject is further discussed under the headings: 1) federal funding; 2) proposed system of financial allocation and management; 3) programs for improving the university education; 4) expansion of University Grants Commission; and 5) financial requirement.

ISLAMIC EDUCATION

37. Islamiyat and Arabic --- In: Draft Plan-Work for Implementation of the National Education Policy, 40-41. Islamabad, Ministry of Education, January, 1979.

True understanding of Islam can only be achieved if the principles of Islamic Ideology are given due importance in the teaching of Islamiyat and promotion of Arabic language. To achieve this objective, all the educational institutions should play an important role in the preservation and inculcation of Islamic values through the teaching of Islamiyat. Islamiyat should be made compulsory for all streams of education. Islamiyat curricula and textbooks should be common for all Muslim students upto Class X. The present curricula of Islamiyat should be revived in consultation with the Ulema so as to inculcate in the students greater sense of commitment towards Islam.

The subject is further discussed under the headings: 1) rationale; 2) program; 3) resource allocation; and 4) problems.

38. Madrasah Education --- In: Draft Plan-Work for Implementation of the National Education Policy, 36-39. Islamabad, Ministry of Education. January, 1979.

Two parallel systems of education are prevalent in the country. Madrasahs, Maktabs and Darul-Ulooms aim at the dissemination of Islamic thought mainly through the study of Quran, Hadith and Tafsir. These institutions have immensely contributed to the growth of education at all times. It is unfortunate that proper efforts were never made to make use of the potential available in these institutions. Since the spirit of Islam permeates throughout this Policy, it has been ensured that Maktabs, Madrasahs and Darul-Ulooms do not remain neglected any more.

Full government recognition will be given to these institutions. All the facilities and concessions which are otherwise available to the students of other institutions will be extended to the pupils of Madrasahs, Maktabs and Darul Ulooms.

The rationale of the Madrasah education is explained. The program, resource allocation and problems and difficulties are also described.

39. Mosque Schools --- In: Draft Work-Plan for Implementation of the National Education Policy, 7-10. Islamabad, Ministry of Education. January, 1979.

The mosque has traditionally been a center of learning in a Muslim Society. It is an institution which the community owns, supports and in which it reposes faith and confidence. Generally, both boys and girls go there to study the Holy Quran and Islamiyat. Unfortunately for a couple of centuries these centers of learning suffered from suppression and mutation by the colonial rulers who intended to strangulate our indigenous educational system which drew its strength from the genius of the people.

It has been decided to revitalize this institution which has immense potential of educating the masses. The mosque will be used as a place of learning for the children, for out-of school youth and for adults.

The rationale of the mosque schools is discussed. It is followed by discussion on program, organization of schools,

resource allocation, additional program and problems and difficulties.

LIBRARIES

40. FATAHPURI, Fayaz. School Library Service (School Library Service) --- Jang (Karachi) March 7, 1979 (U).

The importance of academic libraries cannot be denied. They play an important role in the mental growth of children. In our country, the number of libraries can be counted on fingers. Primary schools have no libraries. The libraries in secondary schools are not up to the mark. They have no attraction for the students.

In developed countries, well stocked libraries are an important part of primary and secondary schools. In the United States of America there are 28 thousand academic libraries for secondary schools. Likewise in Britain, there are 7 thousand such libraries. On the other hand, there are only 105 academic libraries for about 7,500 secondary schools in our country. It is, therefore, suggested that the Government should pay more attention to the promotion of libraries both at the primary and the secondary levels.

MEDICAL EDUCATION

41. HUSAIN, Khawaja Sadiq. What's Wrong with our Medical Colleges --- Pakistan Times (Lahore) January 26, 1979.

In recent times there has been a lot of talk on the falling medical educational standard in Pakistan, On the contrary, all these who find their way to the U.K. or the U.S.A. after the initial six months or so of acclimatization compete favorably with the best from these countries. It is only partially true that our degrees are not recognized abroad. It is, however, true that the standard of English is deteriorating, and this is likely to further worsen unless greater stress is laid on better teaching of foreign languages, particularly English, in this country. In spite of the ban, a substantial number of doctors manage to go abroad.

Medical Colleges in Pakistan were opened by the mere waving of a magic wand - without staff, without equipment, without buildings, and without the necessary teaching staff and

equipment.

42. RIZWANI, Khan. Medical Kallijon Ki Halatezar (The Sad Plight of Medical Colleges) --- Jang (Karachi) February 16, 1979 (U).

Here are the main causes of the fall in the standard of Medical education in the country.

1) The classes are overcrowded. 2) Laboratory facilities are scarce and poor. 3) There are practically no hostel facilities for the students who need them. 4) There is shortage of teachers. 5) Many posts of teachers and demonstraters are lying vacant. 6) The opening of new Medical Colleges has aggravated the situation.

PHILOSOPHY OF EDUCATION

43. AHMED, Saiyid Qavi. On Education --- Education Research Bulletin (Hyderabad): 7-12. July, 1978.

Education is an attitude of mind which rests upon the spirit of inquisitiveness and enquiry. It is an attempt at developing that attitude which helps in synthesizing the opposites. The attempt to discover truth is what we call education. Education is the other name for the constant struggle at discovering the truth and dispelling the error.

Education should endeavor to strike a fine equilibrium between material and spirit, between life here and life hereafter, between pleasure and pain and between individual and society. Education aims at bringing about the desired change in attitude which may be in harmony with the needs and requirements of material and mental satisfactions of the individual and the society. To sum up the aims of education are: a) catering for material goods and comforts, and b) catering for mental delight and humanism.

PROFESSIONAL EDUCATION

44. ABDULLAH, Syed. Qanoon Ki Ta'aleem Aur Qaumi Zaban Urdu (Law Education and National Language Urdu) --- Nawai Waqt (Rawalpindi) March 1, 1979 (U).

The vocabulary for legal education in Urdu is by no means poor. It is, in fact, richer in this respect. There are

three sources of legal vocabulary in Urdu: 1) The words derived from the legal system of the country. 2) The words current in the day of the Muslim rule in India. 3) The words that were used by the English Government. These words were taken originally from Persian and Arabic, or were translated from English and used in our courts.

There is no doubt that the present legal vocabulary in Urdu can fully serve our purpose.

45. GHAURI, H.R. Career Education and National Development --- Education Research Bulletin (Hyderabad): 20-27. July, 1978.

As the term career explicity shows, career education is a process of training the young people in the modes and modulations of various occupations. Many a time our young people are made to cut short to occupations with optimum material benefits. Irrespective of the aptitudes of the individuals and without a constructive reference to the total national progress in times to come, they are forced to make un-planned, short-sighted choices of careers. Any programed career education ought to take stock of all the national requirements and fit in its plans into the long range objectives.

Detail of the career education is further discussed under the headings: 1) the historical perspective; 2) practical implications; 3) suggested techniques; 4) advantages of career education; and 5) conclusion.

46. Professional Education --- In: Draft Work-Plan for Implementation of the National Education Policy, 72-75. Islamabad, Ministry of Education. January, 1979.

Professional education is always costlier than the general education and it affects the economic development of a country directly because the quality and quantity of production is dependent on the quality of professional education. The education and training in the professional institutions must be closely linked with the world-of-work. However, except in medicine and chartered accountancy etc. on-the-job training is provided to other professional graduates before the award of the degree. Another weakness of professional education system in the country is that benefits of professional education do not flow directly to the community at large. It has, therefore, been decided that in future all instructions providing professional education will arrange on-the-job training for their graduates.

Further details are provided under the headings:
1) rationale; 2) program; 3) resource allocation; and
4) problems and difficulties.

PSYCHOLOGY

47. Guidance, Counselling and Placement --- In: Draft Work-Plan for Implementation for the National Education Policy, 58-59. Islamabad, Ministry of Education. January, 1979.

There is at present inadequate provision of educational and vocational guidance facilities in the education system to promote the teaching-learning process amongst normal, exceptional and gifted children in the pursuit of their studies and to lead towards gainful employment. The National Institute of Psychology will be commissioned to devise, validate and standardize tests, inventories, training manuals and vocational information booklets for use in schools and colleges in close collaboration with the Institutes of Education and Research of various provinces.

The rationale of the program is discussed, followed by description of measures, budget and resources.

SCIENCE EDUCATION

48. Science Education --- In: Draft Work-Plan for Implementation of the New Education Policy, 29-31. Islamabad, Ministry of Education. January, 1979.

Among the factors that influence growth and development, Science Education is by far the most important. Science Education provides a sound base for scientific research and technological development. In view of the vital role that science education plays in national development, it has been decided that a National Center for Science Education will be established to promote and popularize science and technology among the masses through science fairs, museums, films etc., and to improve science teaching through research and innovation.

National Education Equipment Center will be further strengthened in order to improve the quality and supply of equipment to school laboratories. Science equipment will be supplied to the existing laboratories in the schools and

and new science laboratories will be added to schools where they do not exist.

In some detail the rationale of science education in the new policy is described. Programs, resource allocations and problems and difficulties are also mentioned.

SPECIAL EDUCATION

49. Education of the Handicapped --- In: Draft Work-Plan for Implementation of National Education Policy, 23-24. Islamabad, Ministry of Education. January, 1979.

Education, treatment, institutional care and rehabilitation of the disabled and the handicapped is one of our moral and religious obligations. Very little attention has been paid to the education of this unfortunate segment of our population which is estimated to be nearly 4% of the total population of our country. Besides the fact that this is a negation of the principles of Islam, it tends to force the disabled and the hamdicapped to various forms of degradation and degeneration such as beggary. The handicapped citizen should be so rehabilitated as to enable them to enter the main-stream of national life.

The rationale for the education of the handicapped is briefly described. The program is outlined and allocated resources are mentioned. The problems and difficulties are also mentioned.

STUDENTS' PROBLEMS

50. Student Welfare --- In: Draft Work-Plan for Implementation of the National Education Policy, 84-86. Islamabad, Ministry of Education. January, 1979.

Youth of the country are an invaluable asset. Their energies can be fruitfully utilized for national development if the students are given good academic and social work programs coupled with strong tutorial system and motivational activities. Comprehensive programs will be launched for the welfare of students, both within and outside the educational institutions.

In order to take a stock of existing facilities for a sound program of studies and to suggest remedial measures, there

is a need for the establishment of a National Student Center. Detail of the programs for student welfare is briefly described. Resource allocation for these programs and problems involved are also mentioned.

TEACHER EDUCATION

51. Teacher Education --- In: Draft Work-Plan for Implementation of the National Education Policy, 52-54. Islamabad, Ministry of Education. January, 1979.

Teacher is the pivot of the entire educational system. Effective teaching demands that besides possessing adequate knowledge of the subject matter and techniques of teaching our teachers must also exhibit full commitment to the ideology of Pakistan. Candidates admitted to the teacher education institutions will be required to possess strong commitment to the ideology of Pakistan. In order to ensure continuous professional growth, all teachers will be required to undergo at least one in-service training course during every five years.

The Allama Iqbal Open University has already launched a comprehensive program for the training of teachers. This program will be further strengthened to orientate the massive number of teachers of all levels. In order to promote pre-service teacher education, all the Primary Teacher Training Institutions and Normal Schools will be upgraded to College of Elementary Teachers.

The subject is further discussed under the headings: 1) rationale; 2) program; 3) resource allocation; and 4) problems.

52. Teacher Motivation --- In: Draft Work-Plan for Implementation of the National Education Policy, 81-83. Islamabad, Ministry of Education. January, 1979.

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The subject is further discussed under the headings: 1) rationale; 2) program; 3) financial requirements; and 4) problems.

TEACHERS

53. BASHIR, Javed. Education Standards and Teachers' Role --- Pakistan Times (Lahore) February 23, 1979.

The alarming decline in our educational standards has thrown into sharp relief, the quality of teaching and guidance and the degree of professional devotion or non-devotion of our educators. A number of factors inhibit the spirit of inquiry and urge for knowledge vital to fostering an academic ethos.

Pradoxically, the phenomenal increase in university and college enrolments show more of a carving for degree than a desire for knowledge. Reports appearing from time to time, suggesting that teachers are becoming less and less actuated by the ideal of service. In the final analysis, lack of purpose, characteristics of higher education in Pakistan, is the root-cause of this crisis.

The general atmpsohere in educational institutions too contributes to the lack of lessoning interest in their work on the past of teachers.

54. HAMIDUDDIN. Third Division Lecturers. (Pakistan Times, (Lahore) January 23, 1979.

The problem of Third Division Lecturers in English is quite old. Now it is a question of the survival of more than 200 lecturers teaching in the colleges of the Punjab. It would not be difficult to understand why this multitude of lecturers finds it so hard to improve the divisions as stipulated at the time of employment.

Entry into service brings responsibility, and posting at stations away from the home towns add to social and domestic problems. As a matter of fact, the condition of improving the division within two years imposed at the time of appointment was inherently unfair. In a poor country like ours, the unemployed and the frustrated can be made to accept any harsh terms in return for a job. The prospect of termination of service after two years now hangs like a Damoclean sword over the heads of Third Division Lecturers.

We all know that there is a dearth of lecturers of English in our country, and the Government has imposed strict ban on their seeking of jobs in other departments, particularly in other countries. In these circumstances, it seems fair to make use of the services of those in-service teachers and to save them from inconveinece and mental torture.

55. ZUBERI. S.B. Talba Ki Nakami Ki Zimmadari (Responsibility of the Failure of Students) --- Mashriq (Peshawar) January 29, 1979(U).

According to the results announced by the Secondary Board, 18,000 students have failed out of 21,000. The percentage of failures is rising every year. Unfortunately, no attention has been paid to this state of affairs. The same is true of the colleges and universities.

The sole responsibility for this sad state of affairs largely lies on our teachers. It was expected that with the enhancement in their salaries, the teachers would begin to take more interest in their professional duties. But that was not to be. Strangely enough, even the inspection teams seem to be doing nothing in the matter. It appears that they are submitting false reports to the authorities.

TECHNICAL EDUCATION

56. Technical and Vocational Education --- In: Draft Work-Plan for Implementation of the National Education Policy, 32-35. Islamabad, Ministry of Education. January, 1979.

In spite of several efforts in the past the technical and vocational education is not still job-oriented. Moreover, there are hardly any arrangements for identifying the needs and provide training to 80% rural population to make them more productive in order to strengthen this large sector of our economy. In order to improve technical and vocational education, it has been decided to introduce production

oriented curriculum related to the market requirements in all technical and vocational institutes. Advisory Committees having representatives of trade and industry will be constituted to keep the training responsive to the changing market requirements.

The new planning of technical education is further discussed under the headings: 1) rationale; 2) program; 3) resource allocations; 4) additional benefits and 5) problems and difficulties.

TEXTBOOKS

57. Curriculum and Textbooks --- In: Draft Work-Plan for Implementation of the National Education Policy, 47-48. Islamabad, Ministry of Education. January, 1979.

The entire curricula and textbooks will be reviewed to ensure that adequate content on Islam and Islamic ideology is included and due coverage is given to instructional materials aimed at promotion of national cohesion and integration. Textbooks of all levels will also be revised to ensure that Islamic ideology is protected and high academic standards are maintained.

In order to avoid overloading and overlapping, integrated curricula and textbooks will be introduced. At the primary level more weightage should be given to practical work and creative activities so that children could gain desired attitudes and skills.

The Textbooks Boards will be reorganized to improve their efficiency. Effective liaison should be established between the National Book Foundation and the Textbook Boards.

The subject is further discussed under the headings:
1) rationale; 2) program; 3) resource allocation; and 4) problems.

58. NIAZI, Ghulam Yasin. Darsi Kutub Ka Mas'ala (The Problem of Textbook) --- Nawai Waqt (Rawalpindi) March 7, 1979 (U).

The President of Pakistan has announced that textbooks for the next academic year shall be revised. Only one month is left for the beginning of the next academic year. The publishers are said to have a large stock of present textbooks which, they fear, will become valueless. So the Boards have decided to buy up all stocks of textbooks from

the publishers.

The blackmarketing of textbooks has been flourishing for the last few years, despite hue and cry in the press. But the Boards have failed to stop this racket. Both the Publishers and the Boards seem to have been collaborating with one another in this racket at the cost of students. Both the publishers and the Boards should ensure constant supply of textbooks to all students before the beginning of the new academic year. One trustworthy person should be appointed in every provincial Education Department to supervise the printing and distribution of textbooks.

59. NIAZI, Ghulam Yasin Khan. Nai Ta'aleemi Policy (New Educational Policy) --- January 9, 1979 (U).

According to the new educational policy, the existing textbooks will be revised to make them more in keeping with Islamic teachings and national aspirations. It is unfortunate that much valuable time is being spent on the teaching of English. It was hoped that with the announcement of the new educational policy the supermecy of English will end. But this dream did not come true.

Writing of textbooks is a difficult job. No attention has so far been given to this question. Textbooks Boards have been assigned the responsibility of selecting the textbooks. How, this responsibility will be shared by the Vice-Chacellors and the Secretaries of Education.

60. ZULFIQAR, Ghulam Husain. Textbook Board (Textbook Board) --- Nawai Waqt (Rawalpindi) January 30, 1979 (U).

The following suggestions may improve the working of the Textbook Boards:

1. Instead of provincial Textbook Boards, one Federal Textbook Board should be set up in Islamabad with its regional offices in all the four provinces. 2) All textbooks should be prepared centrally; curriculum wing should revise these books; and film copies of each textbook should be sent to the regional office. The regional office can supervise the sale of books. 3. Urdu books for primary classes could also be prepared by the Federal Board. 4. Proper representation should be given to all the four provinces in the Federal Textbook Board. 5. Senior staff members in the present Textbook Boards should be transferred to the Federal Textbook Board, and others should be absorbed in the provincial Education

Departments. 6. Experts in certain subjects, who are the permanent employees of the Boards, get Grade No. 18 and retire in that grade. They should be given higher jobs. 7. After the formation of the Federal Textbook Board, the experts in each subject should be provided such facilities as are usually provided to the teachers of University.

WOMEN'S EDUCATION

61. AHMAD, Imtizaj. Makhlooth Nizam-e-Ta'aleem Ka Khatema (Elimination of Co-Education) --- Jang (Rawalpindi) January 12, 1979 (U).

A debate is on in our country for and against the system of co-education. Those who are against co-education call it the root cause of all evils in our society. While those who are in favour say that a healthy atmosphere in and around educational institutions depends mostly on the efforts of the parents and the teachers.

In all developed countries, and even in most of the developing countries, the two sexes are not secluded from each other in the matter of imparting education.

62. Education of the Female --- In: Draft Work-Plan for Implementation of the National Education Policy, 17-19. Islamabad, Ministry of Education. January, 1979.

Despite the fact that Islam provides opportunities for the education of men and women, female education in Pakistan has been grossly neglected. Considering that females form more than 50% of our population and their education has tremendous multiplying potential, high priority will be given to the rapid expansion of female education at all levels. For higher education of the female, post-graduate classes will be introduced in the selected girls colleges of the country.

The rationale of the policy regarding female education is discussed in some detail. Program of female education is also mentioned as well as problems in the implementation of the policy.

63. HUSAIN, Nadim. Talibaat Kay Liye Eleheda University (Separate University for Female Students) --- Nawai Waqt (Rawalpindi) January 23, 1979 (U).

The first disadvantage of a separate university for women is

that they will lose their self-confidence. The existing universities are confronted with many problems. If new universities for women are established, the situation will aggmvate.

Second disadvantage of an exclusive university for women will be that the standard of education will fall. Thirdly, a separate university for women will become a burden on the exchequer. Our budget for education is too meagre to solve all problems of the universities. Most of our universities are not fully equipped because of paucity of funds. It would be better to spend our money on improving the conditions of the existing universities.

64. Mohalla Schools --- In: Draft Work-Plan for Implementation of the National Education Policy, 11-13. Islamabad, Ministry of Education. January, 1979.

Besides mosque there is another institution in our communities which, in spite of being relegated to neglect continues to survive. Purdah observing respectable ladies who can read and write but do not go out, teach the Holy Quran, Islamiat, and selected skills of home management such as embroidery etc. to young girls in the Mohalla. The foreign rulers deliberately disregarded the contribution of this community effort in educating the children. Instead, an alien structure was imposed to demolish the symbol of social action in Muslim communities. Even after independence, this unique arrangement has unfortunately, not found the desired recognition in our general scheme of educational development.

Further discussion is made under the headings: 1) rationale; 2) program; 3) organization of Mohalla schools; 4) resource mobilization; 5) additional programs; and 6) problems.

GENERAL

65. HAQQI Syed Ihsan-ul-Haq. Meyar-e-Ta'aleem Girney Kay Asbab (The Causes of Falling the Standard of Education) --- Jang (Rawalpindi) March 4, 1979 (U).

There are numerous causes of the fall in the standard of education. Some of them are: a) Our syllabii are not up to the mark. b) The standard of education has fallen after the nationalization as is shown by the results. c) After

the nationalization the teachers have begun feeling that they are no more accountable to the administration. d) The students are not attentive to the lectures. e) Every Government that comes to power announces its own education policy. The result is that neither the old nor the new one has stood the test of time.

66. HASAN, Irshad-ul. Retain English as Second Language --- Pakistan Times (Lahore) January 12, 1979.

The low pass percentage in various universities and Secondary Boards examinations may at first might suggest either an appalling mediocrity of our students or poor quality of instruction imparted to them. But the problem of mass failures is too deep-rooted to admit of this facile explanation. Still another cause of mass failures is over-crowding in class-rooms with the result that most of the students do not get an opportunity to have their written work regularly or thoroughly checked by the teacher. One of the most important causes is the non-existance of students' guidance bureaus. Most of the weak students lose interest in their studies because they do not receive the extra attention to which their poor academic record or low intelligence quotient entitles them. They should be encouraged to ask questions and enter into discussions or participate in the lecture method recommended by the Curriculum Revision Committee for English in 1977.

67. HUSAIN, Qazi Maqbool. Ta'aleemi Inhetaat Ka Zimmedar Kaun? (Who is Responsible for the Fall of Educational Standard?) --- Nawai Waqt (Rawalpindi) March 6, 1979 (U).

The first party responsible for the education of children is the Government. Although the Government has opened schools in many places, yet it has failed to provide other necessary facilities. In most of schools, the posts of teachers have been lying vacant for the last so many years.

Syllabus also plays an important role in education. But the educationists have prepared a sort of syllabus that is not fit for our students. The second party is the teachers. Our teachers are poorly paid. They, therefore, have to turn to private tuition to make both ends meet. They have no time to devote themselves wholly to their appointed duties. The third party is the parents. They do not pay attention to their wards. The fourth party is the students. They cannot be solely held responsible for the decline in education.

68. MIRZA, Atiq. Talaba Imtehaan Mein Nakaam Kion Hotė Hain? (Why Students Fail in Examinations?) --- Nawai Waqt (Rawalpindi) January 23, 1979 (U).

English has become a nightmare for the students who cannot clearly understand and correctly express themselves in this language. About 40% students fail in English. English should be taught from the early classes. Many students have poor memory and cannot long remember what they have read in the books or what they have been taught in their classes.

The shortage of staff is also responsible for the deterioration in education. There are school where the number of teachers is far too low for the purpose.

69. SIKANDAR, M.B. Islami Ma'asharay Mein Ta'alimi Sahoolatain (Educational Facilities in Islamic Society -- --- Mashriq (Peshawar) February 25, 1979 (U).

The recent announcement by the Government about the granting of scholarships to students is a good step towards the promotion of education. In our society, the difference between a poor and a rich student is very wide and has to be removed. Those who come of richer families have every kind of facility within their reach. The case is otherwise with those belonging to the poorer classes. The latter cannot afford even to pay the tuition fee or purchase textbooks. The situation is even more miserable for the students living in rural areas. This fact should be taken into account while distributing scholarships, to students. A greater share of scholarships should go to the students in the rural areas.

TEACHING METHOD AND MEDIA (Special Section)

70. ADIB, Mirza. English Medium School (English Medium School) --- Nawai Waqt (Rawalpindi) February 2, 1979 (U).

The main purpose of English medium schools was to tighten the hold of English rulers over this subcontinent. It is unfortunate that even after 32 years of independence, we have not broken loose from our mental bondage.

In most of the English medium schools text-books are imported from abroad and the lessons have nothing to do with our culture. The English medium schools are expensive too. An average citizen cannot afford to send his wards to such

schools. The worst feature of the education in these schools is that they turn the students strangers to their own culture and ideology. It is high time the Government gave serious thought to this social problem.

71. AHMAD, Naim. Urdu as Medium --- Dawn (Karachi) February 4, 1979.

The arbitrary step announced by the Federal Ministry of Education to make Urdu the medium of instruction even in English medium schools, colleges, and universities has come as a surprise. Most of these institutions are run by the minority communities. They speak and teach English, and thus help in the spread of advanced knowledge.

Teachers of the minority communities, who teach English in schools founded by them without any help from the Federal Government, will lose employment. Besides, this will be a retrograde step because Urdu lacks the vocabulary necessary for technical education. The previous government, which nationalized the schools and colleges, did not interfere with the medium of instruction. English is synonymous with progress and development so urgently needed by our poor country. It will be impossible for our youth to go in for Ph.D. courses in Europe or America if they graduate with Urdu as the medium of education.

72. ALI, Farzana. Teaching of English --- Dawn (Karachi) March 6, 1979.

Majority of our English-medium educated youth often turn out to be culturally uprooted persons, alien in their own homeland, ignorant and unable to understand the problems of their own countrymen, and aping the ways of the West.

Few Pakistani parents talk to their children in English. A child should not be forced to speak and write in English in schools.

The common man refuses to believe that the upper class will give up its exclusiveness which it had so cleverly retained up to now. In these circumstances, Urdu-medium graduates would ever remain third class citizens, while the top positions would be retained by English graduates.

73. BARQ, Ghulam Jilani. Angrezi Ki Baladasti Ka Mas'ala (The Problem of Superiority of English) --- Nawai Waqt (Rawalpindi) March 21, 1979 (U).

There is no denying the fact that English is a highly developed language and has achieved an international status. It is also true that unless Urdu attains the same position learning of English will remain inevitable. This, however, does not mean that no efforts should be made for developing our national language.

When a graduate appears before the Public Service Commission, he fails to reply to the questions in correct English. Pakistan is the only country in the world where its Public Service Commission takes the help of a foreign language while asking questions and expecting replies from the candidates in a foreign language.

74. BEGUM, Meher. Urdu as Medium of Instruction --- Dawn (Karachi) January 26, 1979.

The announcement by the Federal Education Minister that Urdu would be the medium of instruction in schools from the next year has come as a great disappointment to most parents, who want to give their children the best education possible. If it turns out to be so, a student will have to face constant problems in any academic field he chooses. If our Government sincerely wishes remove difficulties the students are now facing it should upgrade Government schools and colleges. Instead of bringing down the standards of other institutions, the Government should raise the standards of Government schools, Standards are improved by competition and by giving everyone equal chances of learning, and not by pulling down the existing standard education to a lower level.

75. CHUGHTAI, Aijazuddin. Urdu as Medium --- Dawn (Karachi) February 17, 1979.

Of late, there has been a marked, deliberate, and unhealthy tendency to under-rate the value of English in Pakistan. The present educational policy also recommended that the medium of instruction at all levels of education will be changed to Urdu and that English will be taught as an optional subject. This purports that Urdu will automatically replace English, and this may be the reason why they want to banish English from our educational institutions.

Such a change will create a host of problems. If Pakistan is to progress in the field of science and technology, no wise

man can counsel neglecting of English. At this stage of our development, to ignore English is to ignore the claim of scientific and modern civilization. The Pakistani language is as poor in vocabulary as the people are economically. Just as foreign capital is needed for economic development, English has to be retained in our institutions for the purposes of education. English is a universal language. We cannot afford to discard it. It should be retained not only in universities and colleges, but also in politics and commerce.

76. GUL, Zainab. English Medium Schools (English Medium Schools) --- Nawai Waqt (Rawalpindi) February 6, 1979 (U).

Some of the reasons advanced for the discontinuation of English medium schools from the country, are: 1. English has been the language of our rulers. 2. Majority of our students fail in English.

It is conveniently forgotten that science, technology, and medicine can be taught only through the medium of English. At present, Urdu is not rich enough for the purpose. We cannot afford to change over to a language that will fail to equip our children with necessary knowledge. The oil producing countries in the Middle East are in need of our engineers and doctors, because they know English. The argument that majority of our students fail in English is unconvincing.

77. HAQQI, Zeba. Urdu as Medium --- Dawn (Karachi) March 22, 1979.

There is a confusion in the minds of some people about the introduction of Urdu as the medium of instruction. Any fears that this might lead to the lowering of the standard of English are unfounded, because English would still continue as a compulsory subject, especially for those who go in for higher studies.

The standard of English would depend on the method of teaching and the quality of teachers we have. The introduction of Urdu as the medium of instruction does not mean the blocking of the students' or their teachers' access to the scientific or technical literature available in English. Urdu would rather serve as the "medium of instruction" for our students as it did in the Usmania University for about 30 years.

English was not so well developed at the dawn of the modern

age. The scholars in those days preferred to use Latin even for private correspondence. Despite of our involvement with English for quite a few generations, it remains and will ever remain alien to us.

78. HUSAIN, Akhtar. English Medium Schoolon Mein Urdu Ki Ta'aleem (Teaching of Urdu in English Medium Schools) --- Mashriq (Peshawar) February 6, 1979 (U).

According to a report, the Government have advised all English medium schools to adopt Urdu or regional languages as the media of instruction with immediate effect. This means that Urdu will be made a compulsory medium of instruction from class III, and from class VI onward English will be there as the second compulsory language. It means that all textbooks will be taught in Urdu while English will become a second subject.

Arrangements will, however, be made for the teaching of Urdu in English medium schools. It is, therefore, suggested that henceforth no permission should be given to set up English medium schools in the country so as to avoid the system of two different types of education in the country.

79. KHALID, Jehangir. Zaria-i-Ta'aleem - Angrezi Ya Urdu (Medium of Instruction - English or Urdu) --- Nawai Waqt (Rawalpindi) March 13, 1979 (U).

Urdu, which has been declared as our national language, is still to be introduced in our offices and educational institutions. The percentage of failures in English is mounting year by year. The medium of instruction should, therefore, be immediately changed over to Urdu in all national institutions.

Before doing so, certain questions have to be answered: 1. Whether our educationists will be able to prepare Urdu syllabus? 2. Whether they will satisfactorily translate all scientific subjects into Urdu? 3) Whether our teachers would be able to teach science and other important subjects in Urdu? 4. Will the introduction of Persian and Arabic words and terms not make Urdu more difficult than English?

80. KHAN, Mazhar Ali. Urdu as Medium of Instruction --- Dawn (Karachi) January 30, 1979.

English has become a very important medium of international communication. Today, Russians, Germans, Japanese, having

most advanced technologies within their own borders, are making use of English. Language is just a means of communication, and it should have no place of pride. It is our proficiency in English that our engineers, doctors, teachers, and technicians have gone out to work all over the world and earn foreign exchange.

Killing English will be fatal to our development. Arabs, for example, do not have this proficiency. Their students have to study English when they go out for advanced studies, and our students save this much time and money. Lack of proficiency in English is hampering progress in technology. Arab countries are now trying computer-aided automatic translation which is enormously expensive. Non-English speaking European countries have already computer-aided automatic translation for learning American technology. So, let us learn to value the communication ability that already we have.

81. KHANUM, Kausar. Urdu as Medium of Instruction --- Dawn (Karachi) February 12, 1979.

There can be no two opinions about the question of adopting Urdu as the medium of instruction. It does not necessarily mean that English should be discarded. If we discard English, we will be losing a facility that is available at our doorsteps almost free of cost. English should, therefore, be allowed to continue as the medium of instruction along with Urdu.

At present, there are two categories of schools, English medium and Urdu medium. In the interior of Sind, Urdu medium schools are further divided into two sections; Section A (Urdu medium) and Section B (Sindhi medium). It is suggested that each school in Sind must have three sections, A, B, and C, with three different media of instruction, namely, Urdu, Sindhi, and English. The same procedure should be adopted for colleges and universities.

82. MAZHAR, Naoman. Angrezi Zaria-e-Ta'aleem Kion? (Why English Medium of Instruction?) --- Nawai Waqt (Rawalpindi) March 7, 1979 (U).

Urdu is the national language of Pakistan, and we should adopt it as a medium of instruction. But if this is done hastily without any workable program, the standard of education would fast deteriorate.

At the moment, Urdu has been adopted as a medium of instruction up to school level. The result is that the students who are taught science, engineering, and medical subjects in school through the medium of Urdu, face tremendous problems. The medium of instruction in colleges is English. The need of the hour, is to change the present system of education. The change over to Urdu should be done step by step.

83. Medium of Instruction --- In: Draft Work-Plan for Implementation of the National Education Policy, 49-51. Islamabad, Ministry of Education. January, 1979.

The continued existence of English medium schools, as a legacy of the colonial era negates the principle of development of unison of thought by integrating different streams of education into a single unified and coherent system of education. It has, therefore, been decided that, to start with, all government sponsored 'English medium schools' throughout Pakistan will be required to adopt Urdu or an approved provincial language as the medium of instruction.

The policy about medium of instruction should be evolved in such a way that harmony in education and culture is achieved and the country is not exposed to serious splits of opinion. The program how to achieve this objective is outlined. Problems involved in the process are also discussed.

84. OSMUND, B. Save English --- Pakistan Times (Lahore) March 14, 1979.

English is a connecting link and a binding force in Pakistan. As long as it remains a compulsory language here it will act as the binding force between the different ethnic groups. English is accepted without prejudice throughout Pakistan. It is a very convenient medium for higher education and research.

After all, language is only a medium of communication. Interaction within communities and nations depends on spontaneous communication.

All right-thinking people accept the necessity of a national language. Yet very little progress has been made to popularize Urdu as a national language of the country.

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85. QADRI, Asadul. Urdu as Medium --- Dawn (Karachi) February 11, 1979.

We have no reason to feel inferior about the use of Urdu. No nation in the East or the West suffers from any such complex. Urdu is an advanced language in its own right. In fact, Urdu is more advanced than French, German, Japanese, Chinese and even English. Urdu has the unique capacity for borrowing and absorbing any technical or scientific word or expression from any other language in the world. Surely, English has its own advantages. But it should not be made compulsory for all students.

86. QURESHI, Abdur Razzaq. Angrezi Zaria-e-Ta'aleem Kay School (English Medium Schools) --- Nawai Waqt (Rawalpindi) March 20, 1979 (U).

Quaid-e-Azam had declared unequivocally that Urdu and Urdu alone would be the national language of Pakistan. But after his death, his declaration was forgotten. Although the Governments that followed continued saying that Urdu was the national language of Pakistan. But it ever remained a pious wish, and English continued as the official language of the country. English medium schools are meant exclusively for the upper class.

It is said that English medium schools will be closed according to the decision taken by the Education Committee. If the authorities are serious about the matter, the English medium schools should be immediately closed.

87. QURESHI, Moin. Our National Language --- Dawn (Karachi) February 8, 1979.

Urdu, our national language, can never become a hurdle in education. On the contrary, it will create conditions conducive to higher academic accomplishments. One of the basic reasons for the fall in the standard of education in our country has been the neglect we have shown to the use of Urdu as the medium of instruction up to the secondary level.

At college level, the students from all types of educational institutions get together for further studies with a common medium of instruction, namely, English. The position becomes worse in the case of medical and other technical fields wherein the Urdu medium students have practically no entery at all.

88. REHMAN, Mujibur. Zaria-e-Ta'aleem (Medium of Instruction) --- Mashriq (Peshawar) January 29, 1979 (U).

The announcement by the Federal Minister for Education that the medium of instruction in classes one and two will be Pushto from the next year will not only create confusion but also arouse linguistic hatred among the people. Pushto is not the only regional language of N.W.F.P. There are other spoken languages as important as Pushto is.

What is needed now is to introduce a single system of education and more or less one type of syllabus throughout the country to achieve the objective of integration and unity among the people. At present, all the provinces have their own syllabi.

89. SAIYED, Tamihidul Islam. English Be Made Optional --- Pakistan Times (Lahore) March 13, 1979.

It is preposterous to say that "killing English will be fatal". Instead of completely abolishing English, we should make it an optional subject for those who want to learn it. Other subjects should be taught in Urdu. We cannot indefinitely retain a foreign language and postpone the evolution of our national language.

The criticism levelled against the concept of a national language, especially against Urdu, is preposterous. Urdu has come to us as a legacy from our ancesters. It evolved at a time when our ancesters were ruling over this sub-continent. On the other hand, English is a relic of our days of slavery. We observe that countries like China, Japan, the USSR, etc., have civil services more ancient than ours, and their institutions of medicine, engineering, technology, and administration are run in their own national languages. So long as a foreign language clings to us as the medium of communication, we cannot hope to reach the peak of intellectual development.

90. SHAMIM, Farkhanda. Urdu Zaria-e-Ta'aleem (Urdu-Medium of Instruction) --- Jang (Rawalpindi) March 6, 1979 (U).

The fast deterioration in the standard of education in the Urdu medium schools attracted public attention. The root cause of the evil is the lack of compitition and interest among teachers. The results of English medium schools are comparatively good, because the standard of teaching there is higher. Almost every teacher pays individual attention to

the students.

It is gratifying to see that steps are being taken to convert all English Medium schools into Urdu Medium schools. But while doing so, every effort should be made to maintain their original standard. All important books especially those dealing with science subjects should be translated into Urdu. As an incentive, the teachers should be handsomely paid.

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